

PRINCIPALS' ADVISORY COUNCIL MINUTES (PrAC)
MINUTES
MARCH 30, 2005
9 A.M. – 2 P.M.
STATE BOARD ROOM

Attending:

Susan French, Mernia Hill, Jennifer Hobbs, Mike Hogg, Beth Johnson, Jan McDowell, Phyllis O'Neal, Terry Price, Mark Raleigh, Mark Sellers, William Whitaker, and Commissioner Gene Wilhoit

Sharing

- Concern was expressed with the mental health issue and how much time it takes up at school and how schools are not equipped to deal with this issue. Commissioner Wilhoit indicated that this administration has a high interest level around this issue. **He will discuss this issue with Secretary Fox.** The KISSED program (relates to mental health) is available to elementary schools through the Regional Training Centers, and **Kim Townley provided members with a brochure on this program.**
- Dr. Mernia Hill was referred to Dr. Roger Cleveland and Michael Dailey regarding information and resources available to close the achievement gap. There is a seven-district initiative underway that would provide quality practices. The districts participating in this initiative are: Fayette, Jefferson, Christian, Paducah Ind., Bardstown Ind., Hardin County, and Owensboro Ind. The Department has staff (Rina Gratz) working on ESL issues since the ESL student population is also increasing. A series of professional development is targeted at improving the achievement of the ESL population. Another good resource for best practices is the Prichard Committee's study done on high performing/high poverty schools using the audit process.
- The Office of District Support Services will provide districts/schools with a CD-ROM of model practices for the thirty minutes of rigorous exercise during the school day. Districts need guidance.

Refocusing Secondary Education (Gene Wilhoit, Linda Pittenger, and Tom Welch)

- In today's world, every student should be prepared to go to some form of learning beyond high school in order to be successful in life. Every student needs to be supported to the point of graduation with a **PLAN** that lets him or her find their place in the world in order for them to go there successfully. A student's plan for learning starts in middle school and there should be ways in place to assess where students are. Students need the flexibility to provide interventions to students at the appropriate time, and more student accountability measures are needed. Linda Pittenger has engaged in conversations with Department staff, the education community, students, and other interested parties regarding refocusing secondary education. There are devastating statistics on the number of students dropping out of high school and the number of students who are heading into remediation upon entering college and/or the workplace. Schools lack knowledge on the resources that are out there to assist them with individual student learning needs. **Linda Pittenger and Tom Welch offered to meet with schools on an individual basis to determine their needs.** The PrAC members were given a copy of the National Governor's Association agenda on Improving American High Schools to given them a sense of the national conversation on refocusing secondary education. PrAC members were given a working document prepared for Governor Fletcher and his team when they attended the National Governor's Association meeting that cross-referenced what Kentucky is doing

compared to the national agenda. They were given information on the American Diploma Project that led to this initiative. Check out this Web site: <http://www.achieve.org/>. A statewide network has been established to share best practices and solutions with the connection to a national models schools network, and information on its members was also given out to the PrAC.

PrAC members identified the following barriers and offered suggestions to refocusing secondary education:

- ✓ Staffing allocations impact the opportunities schools could provide to students;
 - ✓ Additional resources are needed from the state for juniors and seniors;
 - ✓ Schools need more leeway to send students to college without losing ADA for early release;
 - ✓ The current assessment system forces an organization system (K-5, 6-8, 9-12), and schools feel community pressure;
 - ✓ More accountability is needed for teachers and students (PrAC members favored end-of-course exams);
 - ✓ The CATS results are currently available too late for teachers to use to determine what the students' needs are (CATS should be on-line);
 - ✓ Incentives to draw high quality teachers to schools are needed;
 - ✓ SBDM training needs to be designed to make council members more aware of resources that are available to them and how they can take advantage of their power to make needed changes in the school (performance-based credits, dual credit, and the KY Virtual High School are excellent ways to focus on students' strengths and provide support to their weaknesses);
 - ✓ Schools must overcome the cultural environment change between home and school;
 - ✓ The KET on-line GED supplemental coursework is the same format as CATS and would be a great way to get students use to the CATS format;
 - ✓ Students who will more than likely take the vocational track need to be identified as early as middle school (The Department is working on putting the IGP in an electronic format for students to carry with them through middle and high school.); and
 - ✓ The way career and technical education is being delivered needs attention (Schools being pulled in different directions by the KY Tech System and Career and Technical Education is a problem.), and industry needs to do a better job of recognizing the occupational skills standards credential.
- Commissioner Wilhoit indicated that the Department is redesigning the assessment system and several districts are serving as pilot sites. A new assessment contract will be awarded in the 2006-2007 school year. Our goal is to develop an assessment that will include a set of common multiple choice and common open-response questions that every student will take, and the results will be released into the public domain on a regular basis. This would allow teachers to use the results to make judgments about student performance which could also be a part of a students' grades immediately. Matrix items will ensure core-content coverage.
 - The expectations for learning have to be high for ALL students, but the methodologies and the opportunities to deliver the curriculum will vary among students.
 - Recent legislation authorized Kentucky to run a secondary GED option as part of the high school restructuring program. **For a copy of this regulation, contact Linda Pittenger at lpitteng@kde.state.ky.us.**
 - Requiring Algebra I for ALL students at the middle school was discussed. The communication link between middle and high school teachers must be clear on the curriculum and resources. The delivery of the curriculum is an issue. The Department needs to layout different ways of teaching. Formative assessments would be helpful. The teacher certification issue must be looked at, and teacher expectations for ALL students need to be addressed. Assessment at the

middle school adds unwanted pressure. **The Commissioner would like to pull principals together to discuss this issue. Barbara Stonewater with the northern Kentucky P-16 Council is a good resource for a conversation around this issue. A meeting in conjunction with the KASA meeting would work or the regional representatives from the different areas (KASSP) could get the information out and possibly an on-line meeting could take place.**

Early Childhood Standards (Starr Lewis, Kim Townley, and Nancy Newberry)

- Kim Townley presented an overview of The Kentucky Early Childhood Standards and the Parent Guides to the Early Childhood Standards to the PrAC. Professional development strategies and the distribution of these documents were explained. In addition, the Kentucky Early Childhood Continuous Assessment Document was presented. This document presents elements of a continuous assessment system and approved instruments that will measure child progress on the early childhood standards and guide improved instruction.
- The Building a Strong Foundation for School Success series is being used by all early childhood programs in Kentucky including Head Start/Early Head Start, Even Start, Child Care, First Steps, HANDS Home Visitation Program, Early Childhood Mental Health Program, Healthy Start in Child Care, etc. The use on one common set of standards and assessment guide will ensure continuity in programming and transition among programs for children and their families. Resources to deliver early childhood programs, including full-day kindergarten, are a challenge.
- The PrAC members called for the documents to be linked to the TAP and Consumer and Family Studies programs.

Revision of Standards and Assessment (Gene Wilhoit, Linda France, Michael Miller, and Nancy LaCount)

- The Kentucky Board of Education directed KDE staff to clarify, focus, and organize the *Core Content for Assessment* in preparation for the next request for proposal for the 2007 CATS assessment. KDE is currently refining the *Core Content for Assessment* to ensure that the content statements are clear, well defined and organized in such a way to more positively impact teaching and learning. Over the last few months, the Department of Education staff has been working through a specific process to complete this work. This process included working with teams of classroom teachers for all content areas, analyzing research, national standards and reports, clarifying alignment with national standards, and gathering input from teachers, administrators, business, parents, higher education, and other interested individuals. The Department of Education posted an on-line survey to provide stakeholders the opportunity to respond to a series of questions for each Core Content statement. As of March 15, over 5500 individuals had completed the survey. Additional partial responses were received, thus reflecting a total of approximately 6000 individuals providing input on the *Core Content for Assessment*. This feedback along with other feedback has been used to continue to refine the *Core Content for Assessment*.
- The draft *Core Content for Assessment* will be submitted to the Kentucky Board of Education at their April 2005 meeting for review and feedback. Staff will continue clarity checks and complete editing and refinement through summer 2005. This content will be part of Kentucky's request for proposal for the 2007 state assessment. In addition to the contractor's format, the Department of Education will develop formats for different audiences, including a teacher-friendly version with instructional support materials. Two draft examples, one for mathematics and one for reading, were shared with the members of the Principal's Advisory Committee.
- Feedback from the PrAC during the discussion indicated that teachers and administrators supported organizing the *Core Content for Assessment* by grade levels, using a common format across content areas, and the addition of describing what students need to know and be able to do

(use of verbs and depth of knowledge) with the content clarified and focused the content standards for teaching and learning. The response was favorable to the draft examples of instructional support materials. The Commissioner indicated that the drafts should be ready by early summer to be used in curriculum work and professional development. **It was recommended that the assessment piece include other multiple measures besides non-cognitive data.**

SBDM Training (Cheri Meadows and Steve Schenck)

- Cheri Meadows presented information about the revised SBDM Trainer's Network.
- Members requested a document with start-up policies from KDE (in addition to the Bylaws sample already posted for download from the KDE web page) that could be used quickly and easily to create a set of policies that councils and principals could use as a starting point. They would like to have the document posted on the KDE web page for download.
- The intention is to help schools meet the basic requirements that are identified in the scholastic audit or review process.
- Specifically, the requested that a sample policy on the new statute regarding K-5 schools who now need a Wellness Policy.

Gates Grant Update/Future (Mike Oder and John Fields)

- John Fields and Mike Oder presented the following information to the PrAC:
 - ✓ An update was given on the success of the project over the last year;
 - ✓ The findings for the December 2005 survey were discussed; and
 - ✓ The development of next generation of the walkthrough was discussed.
- The principals who are using the program commented on several ways they are conducting walkthroughs and how they are presenting the data to their faculty. Two principals mentioned they had had few technical problems, but the issues were quickly resolved by either calling the helpdesk or by their technology students.

Instructional Support Network Update (Steve Schenck and Barbara Kennedy)

- Commissioner Wilhoit gave a brief overview of the history and purpose of the Instructional Support Network (ISN). The network is a new KDE initiative created to build the capacity of district administrators to provide leadership in making connections between planning for instruction and planning for professional development. Barbara Kennedy presented a summary of ISN initiatives and discussed the critical connections with professional development coordinators in each district. Statewide, regional, and local meetings are conducted to ensure KDE collaboration with professional development coordinators and educational cooperatives to support long-term high quality professional development. Kentucky's definition and standards for High Quality Professional Development was discussed and a copy of all ISN membership was distributed.
- A weekly email is sent to all ISN members. The emails provide information with regard to the rhythm of the school, KDE initiatives such as core content clarifications, districts and educational cooperative initiatives, and professional development opportunities. Quality practices, successful ideas and PD resources are shared. Recently, ISN emails have focused on strategies for the Kentucky Senate Bill 168 (SB168) KRS.158.649, legislation that requires schools to identify and address achievement gaps between majority and minority groups of students. Specifically targeted were racial minorities, students with disabilities, gender disparities, low socioeconomic groups, and students with Limited English Proficiency. In addition, ISN has shared resources to assist schools in identifying the gaps and using that information to develop appropriate

interventions. ISN has been focusing on teacher efficacy as well. Future emails will concentrate on leadership.

- Suggestions by the PrAC for ISN coverage included:
 - ✓ continue to address achievement gaps,
 - ✓ mental health,
 - ✓ new 30 minutes of exercise law,
 - ✓ more about the 7 district initiative,
 - ✓ research on full day kindergarten, and
 - ✓ performance based credits.

NEXT MEETING:
June 30, 2005